

Agenda Item: I.A.3.

DATE: July 15, 2004

SUBJECT: University of Tennessee Chattanooga, Doctorate of Education
(Ed.D.) in Learning and Leadership

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The proposed Doctorate of Education (Ed.D.) is designed to prepare qualified practitioners to be professional leaders within secondary and post secondary education and professional agencies. The education profession needs well trained leaders capable of understanding teaching and learning strategies, and can apply leadership skills to cope with the demands of school systems today. The proposed program will concentrate on developing educational leaders in southeast Tennessee to address an unmet need.

PROPOSED START-UP DATE: Upon approval

Commission staff have reviewed the program proposal according to the academic standards adopted by the Commission on November 14, 2002. Each standard is referenced below.

1.1.20A MISSION: The proposed program is consistent with the role and scope of the university. "UTC is dedicated to the education of students: to providing quality education to a diverse population of students to...enlighten and discipline their minds and their preparation for ethical and active leadership in civic, cultural, and professional life." UTC is committed to "utilizing its intellectual resources and external partners to serve as a national model of an engaged metropolitan university..."

1.1.20B CURRICULUM: The curriculum is focused on the mastery of core learning and leadership outcomes. In addition to reinforcing an overall understanding of the history, philosophy, mission and diversity, governance and administration, the curriculum focuses on developing proficiencies individuals need in order to lead and implement educational change. The Ed.D. also will serve to complement the existing Master's and Educational Specialist degrees that focus more traditionally on specific related curricular areas.

Twenty students admitted in each cohort will be specifically exposed to seven basic areas. Each student will be required to demonstrate evidence of mastery in the educational enterprise, instruction, learning, assessment, research, leadership and technology. The rigorous curriculum is designed for highly qualified, carefully selected practicing professionals committed to completing doctoral study over 7 semesters. The program of study requires a minimum of 66 credit hours in coursework.

<u>Curriculum</u>	<u>Credit Hours</u>
Basic coursework	39
Electives	15
Dissertation	<u>12</u>
	66

1.1.20C ACADEMIC STANDARDS: In addition to an application, statement of purpose, references, and GRE, the proposed program will consider multiple criteria as the basis for admission. These criteria may also include leadership experience and interviews.

Projected Program Productivity		
Student Projections	Full-time Enrollment	Graduates
Year 1	20	0
Year 2	35	0
Year 3	50	0
Year 4	61	5
Year 5	68	10

1.1.20D FACULTY: There currently are nine full and part-time faculty members designated to teach in the proposed Ed.D. program. Three additional members, initially funded through the UC Foundation, will be phased into the university budget as the program grows.

1.1.20E LIBRARY RESOURCES: The current library resources are adequate to support the proposed program. Additional resources are available through electronic databases.

1.1.20F ADMINISTRATION/ORGANIZATION: The proposed program will be housed within the Graduate Studies Division of the College of Education and Applied Professional Studies. It will be under the general supervision of the Dean of the College and the Department Head and directly supervised by the Ed.D. Program Coordinator. An administrative assistant will be needed to support the coordinator of the program.

1.1.20G SUPPORT RESOURCES: Technology is an integral part of the educational process. The Center of Excellence for Computer Applications is an important component of the proposed program curriculum in computer-based technologies. The Walter Teacher Resource Center will provide another source of support by providing a working lab to design and produce multimedia materials. The City of Chattanooga, the Mayor, area school superintendents, teachers, students, the UC Foundation and others have expressed strong support for the proposed program.

1.1.20H FACILITIES/INSTRUCTIONAL EQUIPMENT: The facilities and instructional equipment are sufficient to support the implementation of the proposed program. Classrooms are well furnished and equipped with multimedia systems and faculty offices are convenient to promote faculty/student interaction.

1.1.20I STUDENT/EMPLOYER DEMANDS: A doctoral program development committee was formed in fall 2001 to assess the feasibility for an Ed.D. The committee designed a survey instrument that was distributed to 758 individuals likely to have an interest in an Ed.D. These individuals were recipients of the Master of Education, superintendents, principals and assistant principals and school districts in Southeast Tennessee, Northwest Georgia, and Northeast Alabama. There was a 23 percent (174) return rate. The responses were strongly positive and supportive of an Ed.D. offered at UTC. A total of 94 (58%) indicated that they would apply for admission within one year. Anticipating a pool of students in excess of 100, the cohort size of 20 per year could have students on a waiting list for several years before admission. As an indication of student interest, prospective students interviewed by the consultant during the site visit indicated that they would be willing to wait and re-apply as many times as necessary to gain admission.

1.1.20J NO UNNECESSARY DUPLICATION: Similar programs are offered at Tennessee State University, the University of Tennessee Knoxville, East Tennessee State University, the University of Memphis and Vanderbilt University. Although there are other Ed.D. programs in Tennessee, none are offered within commuting distance for working professionals in the greater Chattanooga area. The opportunity for doctoral study is not only important to the immediate Chattanooga area, but also will provide access to adjacent counties in North Georgia and Northeast Alabama.

1.1.20K COOPERATIVE INSTITUTIONS: External affiliations that currently exist with the Hamilton and Cleveland County Schools, the Challenger Center, the Children's Center and others will continue through collaborative efforts, providing opportunities for field experiences for UTC students.

1.1.20L DESEGREGATION: The program will not impede the state's effort to achieve racial diversity.

1.1.20M ASSESSMENT/EVALUATION AND ACCREDITATION: The proposed program will follow a review plan and cycle similar to those of graduate programs at all public universities. External reviewers from similar programs nationally and other programs within the university will also be used. The College of Education and Applied Professional Studies is nationally accredited through the National Council for Accreditation of Teacher Education (NCATE).

1.1.20N ARTICULATION: N/A

1.1.20O EXTERNAL JUDGMENT (Graduate Programs): The proposed program is based on the principles set forth by the Tennessee Council of Graduate Schools. On March 22-24 2004, an external review was conducted by Dr. James E. Henderson, Professor of Educational Leadership at Duquesne University, School of Education. Dr. Henderson was selected because of his direct experience with establishing and coordinating a similar program. Based on his review, Dr. Henderson concluded that the program "has clearly designed objectives and purpose" and that both UTC and the College of Education have the ability to meet the requirements to offer a high quality Doctor of Education.

1.1.20P COST/BENEFIT/SOURCE: The Tennessee Master Plan for Schools (Preparing for the 21st Century) sets forth a vision which encourages a systemic approach to improving schools through good teaching and partnerships. The College of Education at UTC has created a unique teacher education program that conceptualizes a teacher quality/school reform strategy. To improve teacher preparation, UTC has worked to remove the “disconnect” between university teacher education faculty and the reality of school classrooms.

Proposed Five-Year Budget: Appendix F (Enrollment 20 per year)

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
Expenses	UCF	UTC	UCF	UTC	UCF	UTC	UCF	UTC	UCF	UTC	UCF	UTC
Prof 1	92400(1)			92400		92400		92400		92400		92400
Prof 2			92400			92400		92400		92400		92400
Prof 3							92400			92400		92400
Coord		39600(2)		39600		39600		39600		39600		39600
Clerical	10800(3)	15600(3)		26400		26400		26400		26400		26400
Office/Travel		10000		10000		10000		10000		10000		10000
Library Exh	22000	28000		50000		50000		50000		50000		50000
Grad Assts		45000(4)		90000(5)		90000		90000		90000		90000
Totals	125200	138200	92400	308400	0	400800	92400	400800		493200		493200
Revenues												
Expend 04-05	125200	138290										
Revenue 04-05		202920										
Surplus 04-05		64720										
Expend 05-06			92400	308400								
Revenue 05-06				355110								
Surplus 05-06				46710								
Expend 06-07						400800						
Revenue 06-07						568860						
Surplus 06-07						108060						
Expend 07-08							92400	400800				
Revenue 07-08								629592				
Surplus 07-08								228792				
Expend 08-09										493200		
Revenue 08-09										706620		
Surplus 08-09										213470		
Expend 09-10												493200
Revenue 09-10												722112
Surplus 09-10												228912

(1) \$70000 plus 32% fringe, (2) 30000 plus 32% fringe, (3) 20000 plus 32% fringe, (4) 3@ \$15000, (5) 6@ \$15000

1.1.30 POST APPROVAL MONITORING: An annual performance review of the proposed program will be conducted for the first five years following approval. The

review will be based on goals established in the approved program proposal. At the end of this period, campus, governing board, and Commission staff will perform a summative evaluation. The goals include, but are not limited to, enrollment and graduation, program costs, progress toward accreditation, library acquisitions, student performance and other goals set by the institution and agreed upon by governing board and commission staff. As a result of this evaluation, if the program is found to be deficient, the Commission may recommend that the governing board terminate the program. Copies of such recommendation will be forwarded to the Education Committees of the General Assembly. The Commission may also choose to extend this period if additional time is needed and requested by the governing board.